DOCUMENT RESUME

ED 285 472 HE 020 612

AUTHOR	Vickio, Craig; Tack, Martha W.
TITLE	The Orientation of New Graduate Students at Bowling Green State University.
INSTITUTION	Bowling Green State Univ., Ohio.
PUB DATE	Jul 87
NOTE	92p.; Portions of document printed on colored paper.
PUB TYPE	Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Departments; Evaluation Criteria; Family School Relationship; *Graduate Students; Higher Education; Information Needs; Personnel Evaluation; *Program Evaluation; Rating Scales; Research Assistants; *School Orientation; Spouses; *State Universities; *Student Adjustment; *Student College Relationship; Teaching Assistants
IDENTIFIERS	*Bowling Green State University OH

ABSTRACT

The graduate student orientation program conducted at Bowling Green State University (BGSU) is described, and supplementary orientation materials are provided. The orientation program incorporates the following thrusts: instructional and research programming, personal and professional development, departmental programming, social interaction, and activities for spouses and partners. In addition to describing these components, information is provided on the selection and roles of the following program staff: the director, assistant director, coordinators, and orientation leaders. The budget and evaluation of the program are also briefly addressed. Appended materials include: a 28-page orientation program booklet that includes descriptions of the orientation sessions; information on departmental programming; an orientation program coordinator rating form and information on evaluation criteria; position descriptions for orientation staff; a proposed timeline for implementing a graduate student orientation program; evaluation forms for orientation program sessions; spouse-partner program evaluation forms; an orientation program evaluation form for graduate students; and an evaluation form for leader training. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

HE

ED285472

THE ORIENTATION OF NEW GRADUATE STUDENTS AT BOWLING GREEN STATE UNIVERSITY

Prepared by:

Dr. Craig Vickio, Counselor
Counseling and Career Development Center
Bowling Green State University, Ohio

and

Dr. Martha W. Tack, Professor
Department of Educational Administration and Supervision
Bowling Green State University, Ohio

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Craig Vickio

Martha W. Tack

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

July 1987

HE 020 612

BEST COPY AVAILABLE

Although most institutions of higher education devote considerable time to orienting freshmen and transfer students to their campuses, few universities offer an organized, in-depth program for orienting new graduate students. The absence of such programs is surprising given the many benefits such programming can offer graduate students as well as universities.

For instance, an orientation program can benefit graduate students by helping to allay their fears and apprehensions about the graduate school experience. One fear which many incoming graduate students share with their undergraduate counterparts is their fear of the unknown. Both types of students are faced with the difficult task of adapting to a new environment. However, in the case of graduate students, this fear may be compounded by anxiety generated from hearing horror stories about the differences between undergraduate and graduate education. Such horror stories include the tale that succeeding in graduate school requires sacrificing not only cherished leisure-time pursuits but also important relationships and necessities such as sleep. An orientation program that reduces these fears and anxieties through providing a more informed, realistic perspective may enable incoming graduate students to cope more effectively with the pressures which accompany the pursuit of a graduate education.

In addition to diminishing fears, orientation programs can assist students in negotiating the following tasks: meeting new academic demands, resolving issues associated with separation and loss, and establishing new relationships (Knott & Daher, 1978). Although the investigators who identified these tasks were studying undergraduates,

their ideas seem to be just as applicable to beginning graduate students.

While all of these tasks are important, many graduate students are confronted with the additional challenge of assuming teaching or research responsibilities. Since many students beginning assistantships have very limited (if any) experience in teaching or conducting research, an orientation program which provides information in these areas can greatly benefit new graduate students. While it is unrealistic to expect an orientation program to transform a student who has never taught into a top-notch instructor, such a novice can nevertheless be familiarized with teaching responsibilities and can be given some helpful hints to make the first day in the classroom a positive experience. Similarly, the organizer of an orientation program cannot hope to inform new students of all there is to know about conducting research; however, he or she can achieve the more realistic goal of disseminating some initial information about research requirements and tips on how to begin a research project.

An orientation program can be of further assistance to graduate students by thoroughly familiarizing them with their departments. Essentially, such a departmental component would have as its goal identifying expectations and instilling in students a sense of what it is like to be active, integral members of an academic unit. Departmental orientation activities can also provide an atmosphere conducive to the development of a sense of collegiality between graduate students and faculty.

An orientation program can also be a rewarding experience for new students in a number of other ways. For example, orientation

programming can provide a means of acquainting each student with various university departments and offices, such as the registrar's office, the bursar's office, the financial aid office, and the graduate college. In addition to increasing students' awareness of on-campus resources, efforts can be made to familiarize them with what is available in the surrounding community (e.g., shopping, entertainment, city utilities, and restaurants). Orientation activities can also serve to enhance the development of students' personal and professional identities through offering sessions on such topics as stress and time management, personal relationships in graduate school, opportunities for leadership, career planning, and the role of a mentor. Finally, students' spouses or partners can be included in various orientation events to facilitate their acclimation to the new environment.

An orientation program which accomplishes all of the above objectives can facilitate the integration of the new student into the graduate environment. It can also help to prepare each student to confront the challenges inherent in graduate study. By helping to inculcate students into their new environment, an orientation program can decrease the likelihood that students will drop out of school prior to completing their graduate studies. Given the considerable financial investment universities make in recruiting new students, a program which improves retention rates furnishes a valuable service to the university.

Recognizing the need to provide support services to graduate students, Bowling Green State University (BGSU) has offered a graduate student orientation program since 1974. In 1984, this program was greatly revised and expanded. Since then, the BGSU Graduate Student

Orientation Program has been multifaceted, with its different segments designed to achieve the various objectives discussed earlier. The purpose of this paper and the supplemental materials is twofold:

*To provide a descriptive overview of BGSU and its program for orienting graduate students.

*To present information which will serve as a guide to those interested in orientation programs for graduate students.

Bowling Green State University is a state institution with a student population in excess of 17,000 and a teaching staff which includes over 730 full-time faculty. Of the full-time faculty, 565 are members of the graduate faculty. BGSU offers more than 150 undergraduate degree programs and 17 associate degree programs, and, at the graduate level, offers 60 master's programs, 4 specialist programs, and 12 doctoral programs. During the 1986 fall semester, 2,037 graduate students attended BGSU, of which approximately 68% were pursuing master's degrees and 32% were enrolled in doctoral programs. Men comprised 48% of the graduate population, while women represented 52% of the group. In terms of minority representation, 3.30% of the graduate student population was black, while Asians and Hispanics made up 1.13% and 1.01% of the population, respectively.

Programming

In 1984 and 1985, the BGSU Graduate College expanded and completely revised its fall orientation program to better meet the needs of incoming graduate students and to prepare them to assume teaching and research responsibilities. (For a complete copy of the 1985 printed program, see Appendix A.) In those years and in subsequent years, all incoming students on stipend (i.e., graduate assistants,

teaching assistants, and research assistants) were required to attend this five-day program as part of their contractual obligation to the university. All students not on stipend were invited to attend but not required to do so; these students were allowed to select the orientation sessions which they believed would be the most helpful to them. Students on stipend were assigned by their department chairs to either the research or instructional track, based on the nature of their assistantship assignment as well as their prior experiences and training.

All students in the instructional track attended mandatory general sessions on teaching techniques (e.g., "Stimulating Student Motivation in the Classroom"). They also had the opportunity to select several additional workshop sessions from among many alternatives. Options included topics such as testing and grading, the use of evaluations to enhance instruction, ethics in teaching, the power of positive invitations to learning, and the roles and responsibilities of the teaching assistant.

Like students in the instructional track, those persons assigned to the research track attended a general session (on the role of research in graduate education) and smaller workshop sessions on topics such as the roles and responsibilities of the research assistant, ethics in research, research funding and grantsmanship, and writing for publication. Given that many graduate students would be assuming contractual duties involving both teaching and research, one gment of the orientation program was designated as the "cross-over period," during which time students were free to attend workshop sessions in either track.

While it was important to familiarize graduate students with teaching and research strategies, there were many other goals of the BGSU Orientation Program. For instance, one facet of the program was aimed at promoting the personal and professional development of graduate students. Thus, 15 different workshop sessions were offered on topics such as stress management, time management, leisure time pursuits, personal relationships, career planning, and money management.

In order to integrate the student more fully into the university and the surrounding community, an organizational fair and an event entitled "University and Community Services" were held. At the organizational fair, representatives from various student groups and local organizations were present, and new graduate students were given the opportunity to meet with them on an individual, informal basis. The "University and Community Services" event offered new students the opportunity to meet with representatives from various university and community agencies for the express purpose of acquiring services as well as information. At this event, employees from banks, savings and loan institutions, the telephone company, university parking services, and many other agencies were available; students had the opportunity to meet with them and open checking accounts, pick up a telephone and a parking sticker, and make arrangements for other services as well.

Another important facet of the program was the departmental programming component. Through attending daily departmental programming activities and sessions, students became acquainted with faculty and continuing graduate students, learned about course requirements, and obtained information about teaching and research techniques specific to their discipline. They were also given the opportunity to arrange

their offices and to become familiar with office routines. (For a description of departmental programming strategies and objectives, see Appendix B.)

Social programming constituted another key element of the overall program. An opening night party was held, as were a number of other social events over the course of the five-day program. These social functions enabled new graduate students to relax and enjoy themselves; these events also helped students form some initial friendships, both within and outside of their respective departments.

Yet another thrust of the BGSU program was the orientation of spouses and partners of new students to the university and community. Through providing a number of informational sessions, tours, and social functions for spouses and partners, these individuals were given the opportunity to form a support network among themselves and also to become more familiar with their new environment. Such programming was intended to enhance the likelihood that spouses and partners of graduate students would adjust satisfactorily to Bowling Green, thereby heightening the probability of success for the new graduate student. (For a copy of the spouse/partner program, see Appendix C.)

Thus, the BGSU Graduate Student Orientation Program incorporated many thrusts, including instructional and research programming, personal and professional development, departmental programming, social interaction, and activities for spouses and partners. The inclusion of these components underscored the fact that incoming graduate students are confronted with new challenges in a number of different domains. In other words, beginning graduate students are

perceived as entering new phases of their lives as students, instructors, researchers, spouses/partners, and human beings. To convey the many ways in which each graduate student is in transition, the 1984 BGSU Orientation staff chose "New Horizons" as the general programmatic theme--a theme which was retained by the staff in 1985 and 1986.

Staffing

Implementing an extensive orientation program such as the one developed at BGSU in 1984 and 1985 required the concerted effort of a large number of qualified individuals. Key program staff included a director, an assistant director, five coordinators, and 37 orientation leaders. Careful selection and training of these individuals was viewed as essential for the program to be successful. Although slightly different qualifications were sought in screening applicants for the various positions, all staff members were required to demonstrate strong communication and leadership skills as well as a solid commitment to the orientation program. The selection process was very rigorous at BGSU since the staff was seen as playing a key role in determining whether or not incoming students would make a smooth transition to graduate school.

The graduate dean selected the program director from among interested internal faculty candidates who possessed expertise in planning, organization, and training. Selection procedures for the assistant director and coordinators involved careful examination of resumes and statements of interest; this examination resulted in the identification of a group of finalists. Each of the finalists was then interviewed by a selection committee composed of higher-ranking

orientation staff members as well as faculty and administrators. The selection process for orientation leaders differed somewhat but was equally as rigorous. (Staff selection materials and position descriptions are presented in Appendices D and E, respectively.)

Director

Choosing individuals for the staff positions began with the Graduate Dean's careful selection of a director. At BGSU, the Dean believed it was important for the director to be a faculty member or an administrator, rather than a graduate student. This was viewed as necessary since the director had to serve as a liaison between the program staff and other university personnel. Often in performing duties, it was necessary for the director to communicate with department chairs, graduate advisers, and other faculty members and administrators. When problems arose (e.g., a department chair disputed the necessity of some segment of the program), it was essential that the director be able to interact as a peer or colleague with other faculty and administrators. (It is easy to imagine the problems which could have arisen if a graduate student served as director and were placed in the awkward position of having to question the ideas or actions of a department chair.)

The faculty member or administrator who was selected to serve as the director assumed a large number of responsibilities. However, these responsibilities are easily summarized: The director was ultimately responsible for developing, implementing, and evaluating all facets of the orientation program.

Assistant Director

Unlike the director, the assistant director of BGSU's orientation program was a graduate student. By securing a graduate student as the assistant director, the person who assumed the role could identify with the needs and concerns of the incoming graduate students (since the student was not far removed from his or her own experiences as an incoming student). An attempt was made to select a student who had been previously involved in the Graduate Student Orientation Program (preferably in the capacity of orientation leader or coordinator). One very important role of the assistant director was to work closely with the orientation leaders, participating actively in their selection as well as training and carefully monitoring their performance.

Student Coordinators

Although the director and the assistant director were responsible for overseeing the development and implementation of all facets of the program, five student coordinators were charged with the responsibility of developing and overseeing specific aspects of the program. The coordinators, like the assistant director, were graduate students. While each of the five coordinators was responsible for his/her own segment of the program, they were also expected to provide input into the program as a whole. By allowing the coordinators to assist in planning the entire program, they became personally invested in the overall program and not merely in their specific segment. The coordinators were thus viewed as program "specialists," as well as key members of the program planning team.

Orientation Leaders

The backbone of the BGSU program was its orientation leaders. The orientation leaders were the university representatives whom the new students saw first and most frequently during the course of the program. The 37 orientation leaders were selected from different departments at BGSU and charged with the responsibility of orienting the students who were entering the leaders' respective departments. During the program, the leaders met frequently with their students and served as their guides. Furthermore, the orientation leaders were responsible for developing and implementing departmental programming (working closely with the assistant director, departmental faculty, and other students).

Possibly the most important function of the orientation leader was to convey genuine concern for each incoming student. Through the leaders' actions, many students appeared to sense that their needs were recognized and that someone cared about their well-being. It has been reported that the best undergraduate orientation programs are those that demonstrate "a concern for the student as an individual" (Kramer & Washburn, 1983, p. 311). It seems likely that this is also an attribute of a successful graduate student orientation program.

To convey genuine concern for each individual and to best fulfill their other responsibilities, it was critical that orientation leaders be both mentors and morale boosters. The leaders were expected to be mentors in the sense that they were to serve as role models for incoming students; they were expected to show their students "the ropes," offering assistance in the form of information as well as emotional support. Secondly, orientation leaders were to be morale

boosters, conveying a very positive, enthusiastic attitude toward the program, the university, and their departments.

Hence, in selecting leaders, an attempt was made to obtain persons who seemed capable of serving as effective morale boosters and competent mentors as well. To obtain the orientation leaders, a rigorous two-stage selection process was employed. The first stage of the process involved asking department chairs and graduate advisers to nominate students whom they believed would make effective orientation leaders for incoming students in their departments. After receiving at least two nominations for each position, the assistant director then conducted individual interviews with the nominees, accompanied by one member of a faculty/staff screening committee. As with the interviews for the other staff positions, the primary goal of these interviews was to identify individuals who would work best with the program. The interviews also achieved the secondary goals of establishing some initial rapport between the leaders and the assistant director and acquainting the nominees with various aspects of the program.

Although considerable care was exercised in selecting orientation leaders, it was nevertheless necessary to train them for the program. Training sessions afforded the opportunity to polish the communication and leadership skills of the leaders and to familiarize the leaders thoroughly with details of the orientation program.

At BGSU, orientation leader training was accomplished through three different activities. First, a spring meeting was held with all of the leaders. At this meeting, the staff members were introduced, the goals of the program were reviewed, and orientation leaders were

invited to share their ideas. The second training activity entailed extensive written correspondence. Over the course of the spring and summer, orientation leaders were sent detailed information regarding the program. This information further acquainted the leaders with the details of the program and with their specific responsibilities.

The final training activity was the most comprehensive. It involved over nine hours of training during the week prior to the actual program in August. Several objectives were established for these training sessions. One objective was to renew the enthusiasm and excitement of the leaders. A second objective was to disseminate information about the university and about the specific rules and procedures which orientation leaders were expected to follow. Yet another goal was to help the leaders to feel that they were part of a team or family and to realize that they could derive support from other staff members. (See Appendix F for a copy of the training schedule.)

Support Staff

While the key staff members--the orientation leaders, the coordinators, the assistant director and the director--made up the "skeleton" of the BGSU orientation staff, the "flesh" was comprised of the support staff. Without a doubt, the single most important member of the support staff was an individual who, to this point, has been mentioned only in passing--the graduate dean. Beginning in 1984, the BGSU graduate dean made a substantial commitment to the graduate student orientation program in a number of ways: He provided financial backing and secretarial support; he exercised his authority when necessary to facilitate the implementation of the orientation

program; and he was a visible participant in the program, serving as a session presenter, assisting at social functions, and making himself available to new students throughout the duration of the program. During the planning stages of the program, the dean worked closely with the director and assistant director, monitoring developments and offering valuable guidance.

In addition to the dean, much-needed support was provided by the individuals who served as the session presenters. There were approximately 100 students, faculty, administrators, and community representatives who conducted the teaching sessions, research sessions, personal and professional development workshops, the organizational fair, the university and community services session, and sessions on computer and library facilities. Volunteers were also used in a number of other capacities. They assisted with the spouse/partner programming, introduced session presenters, and helped with various social functions.

One other important capacity in which volunteers were used was in staffing the orientation program's "resource center" on a full-time basis. The Resource Center was a room located in the center of campus which served the multiple functions of being a meeting place, message service, staff headquarters, and information center. Throughout the orientation program, new students were able to call or stop by the resource center to ask questions about any facet of the program. Free literature was also available at the resource center, including listings of hours for various university offices; coupons from local merchants; city maps; schedules of campus movies, plays, and musical events; and a wide array of other materials.

In addition to volunteers, considerable support was also provided by secretarial staff. Literally dozens of letters were typed and hundreds of materials copied in the course of developing the program. The secretaries also made the necessary arrangements for interviews and meetings, collated materials, and relayed messages. At BGSU, these tasks and many others were performed by secretarial staff located in the Graduate College.

Lastly, valuable support was provided by the faculty and continuing graduate students within the various departments. These individuals assisted orientation leaders in developing and conducting sessions aimed at orienting students to their specific departments. The faculty members and students, as well as the graduate dean and community representatives, generously provided assistance to the program with no expectation of financial remuneration.

Timeline

The success of the BGSU graduate student orientation program was contingent on coordinating the efforts of the 44 key staff members and a support staff numbering over 200. However, the success of the program also hinged on the ability of the key staff to make effective use of planning and financial resources. Needless to say, planning an effective orientation program required a 12-month commitment. To coordinate the year-long efforts at BGSU, a detailed timeline was constructed (which is presented in Appendix G). This timeline specified the activities that were to be completed each month.

Budget

The operating budget of the 1985 orientation program was approximately $15,000. The personnel budget of approximately $6,000

was used to pay the salaries of key staff members. The director was given $4,000, and the assistant director was issued a half-time assistantship for the summer term. The coordinators and orientation leaders were awarded token honoraria of approximately $220 and $195, respectively. In addition to the personnel costs, other major expenditures included the cost of printing programs, reproducing materials (e.g., program evaluations, training materials, correspondence, etc.), and purchasing refreshments for social functions. The bulk of the funding was secured through the Graduate College, with supplemental funding provided by the Graduate Student Senate.

Evaluation

To determine the efficacy of the BGSU graduate student orientation program, thorough evaluative mechanisms were used in analyzing all facets of the program: departmental programming, social functions, spouse/partner programming, instructional and research sessions, personal and professional workshops, library sessions, and the operation of the resource center. Data collected allowed the key staff to assess all dimensions of the orientation program and to ascertain how the program could be improved. In essence, the goal of the evaluative process was to identify the weak links in the program so they could be eliminated in future years. Thorough programmatic evaluation also enabled the orientation staff to provide all involved personnel with feedback regarding their performance. (The 1985 evaluation forms are presented in Appendix H.)

Summary

At Bowling Green State University, faculty and administrators believe that conducting a high-quality, professional graduate student orientation program is a very worthwhile endeavor. However, it has been recognized that there are limitations to what can be accomplished in a single week. Consequently, an attempt has been made to avoid overwhelming students with an excessive amount of information--an error which researchers have noted is very easy for overly zealous orientation organizers to commit (Klostermann & Merseal, 1978). The orientation programmers at BGSU thus have developed a graduate student orientation program with the following philosophy in mind: Be enthusiastic and innovative but balance that energy and creative flair with a sense of pragmatism.

At BGSU, there is no question that the benefits of the orientation program far outweigh the costs. The program conveys the message to new graduate students that someone truly cares about them; it also provides them with valuable insights into their development as instructors, researchers, students, and human beings. Although the goals of the orientation program are quite numerous, the one overriding objective is to enable beginning graduate students to look out upon their "new horizons" and feel good about what they see.

REFERENCES

Klostermann, L. R., & Merseal, J. (1978). Another view of orientation. Journal of College Student Personnel, 19, 286-287.

Knott, J. E., & Daher, D. M. (1978). A structured group program for new students. Journal of College Student Personnel, 19, 456-461.

Kramer, G. L., & Washburn, R. (1983). The perceived orientation needs of new students. Journal of College Student Personnel, 24, 311-319.

10/8

Appendix A:

PROGRAM BOOKLET

New Horizons 1985

To New Graduate Students:

Welcome to Bowling Green State University. I am glad that you have elected to come to Bowling Green and believe that you will be pleased with both the academic and social climate here. We have a long, proud history of excellence in our graduate programs at BGSU, and to reinforce this tradition we have placed considerable emphasis on graduate education in the University's most recent Role and Mission Statement.

We look forward to having you join our graduate student community at BGSU. To assist you in beginning your graduate studies, we have prepared an extensive Graduate Student Orientation Program. This year's program includes detailed coverage of instructional and research techniques, as well as sessions aimed at personal development. It also includes activities for spouses and partners of graduate students. Additionally, a resource center has been established by the Orientation staff to provide you with information about the University, the community, and the Orientation Program.

I hope you find the Orientation Program to be both informative and enjoyable. I am quite confident that you will find the Graduate College staff to be extremely responsive to any questions or concerns you may have regarding your graduate studies. The Graduate College office is located on the first floor of McFall Center, and the phone number is 372-2791.

Best wishes for a very exciting and productive graduate experience.

Sincerely,

Paul J. Olscamp

Paul J. Olscamp
President

GRADUATE STUDENT ORIENTATION PROGRAM

STAFF

Director

Dr. Martha Tack

Assistant Director

Mr. Craig Vickio

Adviser

Dean Garrett Heberlein

Student Coordinators

Ms. Shelia Brown
Resource Center Operations
and Program Evaluation

Ms. Linda Iverson
Instructional Programming

Ms. Karen Martin
Personal and Professional
Development Programming

Ms. Debbie Polen
Spouse/Partner and Social Programming

Ms. Karen Wheeler
Research Programming

Orientation Leaders and Room Assignments

Cathy Warner	Accounting/Management Info. Systems (MIS)	104 Bus. Admin. Bldg.
*Charles Warner	American Culture	308 University Hall
*Jackie Donath	American Studies	314 University Hall
Siew May Yeoh	Applied Stat./Operations Research	109 Bus. Admin. Bldg.
Randall Horst	Art	201 Education Bldg.
Donna Meisner	Biology	203 Education Bldg.
Sandra Miller	Business Education	105 Bus. Admin. Bldg.
Sharon Young	Career & Technology Education	301 Education Bldg.
Andrea Huff	Chemistry	214 Education Bldg.
LuAnn Linson	College Student Personnel	210 Education Bldg.
Patti Ollar	Computer Science	209 Education Bldg.
Robert Fugate	Creative Writing	218 Education Bldg.
*Larry Smith	EDAS (Educational Admin. and Supervision)	303 Education Bldg.
Rose Diaz	EDCI (Curriculum and Instruction)	345 Education Bldg.
*Larry Smith	EDFI (Foundations and Inquiry)	303 Education Bldg.
Thomas Beckman	EDSE (Special Education)	347 Education Bldg.
Mark DelMaramo	English	363 Education Bldg.
Patricia Geller	English	363 Education Bldg.
Cindy Urbaytis	Geography	351 Education Bldg.
*Jon Kappler	Geology	355 Education Bldg.
Elizabeth Graham	German, Russian & Asian Languages/ Romance Languages	359 Education Bldg.
Randy Baughman	Graduate Business Admin./Economics	113 Bus. Admin. Bldg.
Brian Wall	Graduate Business Admin./Economics	113 Bus. Admin. Bldg.
Jeff Westlund	Health, Physical Education & Recreation	100 Bus. Admin. Bldg.
*Charles Warner	History	308 University Hall
Patty Jo Wilson	Home Economics	309 University Hall
Frank Rhodes	Mathematics	211 University Hall
Dorothy Knowles	Music	114 Bus. Admin. Bldg.
Camille Prescott	Music	114 Bus. Admin. Bldg.
Yvonne Wingard	Music	114 Bus. Admin. Bldg.
Scot Yoder	Philosophy	101 Bus. Admin. Bldg.
*Jon Kappler	Physics	355 Education Bldg.
Dave Anderson	Political Science/Public Admin.	102 Bus. Admin. Bldg.
*Jackie Donath	Popular Culture	314 University Hall
Jon Newman	Psychology	112 Bus. Admin. Bldg.
Corey Seitz	Psychology	112 Bus. Admin. Bldg.
Yvonne Woods	Sociology	106 Bus. Admin. Bldg.
Jeanmarie DeMorrow	Speech - Theatre	117 Bus. Admin. Bldg.
Geoff Hammill	Speech - Radio/TV/Film	115 Bus. Admin. Bldg.
Cathy Loren	Speech - Communications Disorders	116 Bus. Admin. Bldg.
David Neumann	Speech - Interpersonal & Public Com.	103 Bus. Admin. Bldg.

*Denotes an Orientation Leader who is responsible for more than one department.

GRADUATE STUDENT ORIENTATION PROGRAM
BOWLING GREEN STATE UNIVERSITY

GOALS

To acquaint graduate assistants and teaching fellows with their instructional responsibilities and to identify principles of effective teaching which should be observed in the classroom setting.

To acquaint research fellows with their responsibilities and to identify relevant research techniques which they can use.

To introduce interested graduate students not on stipend to appropriate instructional and research methodology.

To familiarize graduate students with their departmental programs.

To assist graduate students in developing a personal and professional support network.

To introduce students to University services and community resources.

To acquaint spouses and partners of graduate students to the University as well as the Bowling Green community.

SCHEDULE OF EVENTS

Monday, August 19

9:00 - 10:20 a.m. — Meetings with Orientation Leaders

10:30 - 11:15 a.m. — Refreshment Break

Outside of the Moore Musical Arts Center (or in the Anderson Arena in case of rain)

11:30 - 12:20 p.m. — Opening Session in Kobacker Hall

Speakers (in order):

Dr. Martha Tack, Director
Graduate Student Orientation Program

Mr. Bruce Bellard, Mayor
City of Bowling Green

Dr. Paul Olscamp, President
Bowling Green State University

(Mon., con't.)

Dr. Louis Katzner
Interim Associate Vice President for Research and
Dean of the Graduate College

Mr. David Anderson, President
Graduate Student Senate

Mr. Craig Vickio, Assistant Director
Graduate Student Orientation Program

12:30 - 1:20 p.m. Lunch with Orientation Leaders

1:30 - 2:20 p.m. Library Orientation OR University/Community Services
(See Orientation Leader for assignment)

Library Orientation

A one-hour orientation to the services, collections, and resources of the BGSU Libraries.

University/Community Services

Service/Agency	Room
Bureau of Employment Services	109 Bus. Admin. Bldg.
Financial Aid & Student Employment	Community Suite, Union
General Telephone Company	Ohio Suite, Union
Off-Campus Housing	106 Bus. Admin. Bldg.
Parking Services	Alumni Room, Union
Placement Office	Taft Room, Union
Student Health Insurance	115 Bus. Admin. Bldg.
Diamond Savings	103 Bus. Admin. Bldg.
Huntington Bank	100 Bus. Admin. Bldg.
Mid-American Bank	104 Bus. Admin. Bldg.
State Home Savings	101 Bus. Admin. Bldg.
Toledo Trust	102 Bus. Admin. Bldg.

2:30 - 3:20 p.m. Library Orientation OR University/Community Services
(See Orientation Leader for assignment)

Library Orientation

A one-hour orientation to the services, collections, and resources of the BGSU Libraries.

(Mon., con't.) University/Community Services

Service/Agency	Room
Bureau of Employment Services	109 Bus. Admin. Bldg.
Financial Aid & Student Employment	Community Suite, Union
General Telephone Company	Ohio Suite, Union
Off-Campus Housing	106 Bus. Admin. Bldg.
Parking Services	Alumni Room, Union
Placement Office	Taft Room, Union
Student Health Insurance	115 Bus. Admin. Bldg.
Diamond Savings	103 Bus. Admin. Bldg.
Huntington Bank	100 Bus. Admin. Bldg.
Mid-American Bank	104 Bus. Admin. Bldg.
State Home Savings	101 Bus. Admin. Bldg.
Toledo Trust	102 Bus. Admin. Bldg.

3:30 - 5:00 p.m. Open Registration in Union Ballroom

3:30 - 5:00 p.m. Departmental Programming
(See Orientation Leader)

8:00 - 11:00 p.m. Opening Night Party in Union Ballroom
(Beverages and snacks will be provided)

Tuesday, August 20

9:00 - 9:20 a.m. Meetings with Orientation Leaders

9:30 - 12:20 p.m. Instructional Techniques OR Research Strategies
(See Orientation Leader for track assignment)

9:30 - 10:20 a.m. GROUP A: Instructional Techniques (General Session)

· TECHNIQUES OF TEACHING

By: Dr. Peter Hutchinson
Location: Northeast Commons, Public Safety Building

This session will focus on the methodology associated with effective teaching.

GROUP B: Research Strategies (General Session)

· THE ROLE OF RESEARCH IN GRADUATE EDUCATION

By: Dr. Michael Doherty
Location: 115 Education Building

This session will introduce the important role research plays in graduate education. The presentation will

(Tues., con't.) include information on the way research is conducted in different disciplines and on the best means to develop one's researching skills while at BGSU.

10:30 - 11:20 a.m. GROUP A: Instructional Techniques (General Session)

· STIMULATING STUDENT MOTIVATION IN THE CLASSROOM

By: Dr. Steve Ludd
Location: Northeast Commons, Public Safety Building

Issues related to communicating effectively, establishing trust, and motivating students will be explored.

GROUP B: Research Strategies (Select One Workshop)

· THE RESEARCH ASSISTANT SPEAKS*

By: Mr. Larry Normansell
Location: 116 Business Administration Building

An experienced research assistant will address common concerns and coping skills needed for beginning researchers.

· HOW TO PRESENT YOUR RESEARCH FINDINGS*

By: Dr. Carney Strange
Location: 114 Business Administration Building

In this session, strategies for oral and written presentation of research methodology and findings will be discussed.

· THE ABC's OF DEGREE-ORIENTED RESEARCH*

By: Dr. Jaak Panksepp
Location: 112 Business Administration Building

This session will acquaint students with some key issues involved in conducting research at BGSU. Discussion will focus on selecting an adviser, meeting departmental and Graduate College deadlines, establishing a personal timeline, and dealing with other logistics of conducting research.

* Session repeated at a later time.

(Tues., con't.)
11:30 - 12:20 p.m.

GROUP A: Instructional Techniques (Select One Workshop)

· THE USE OF AUDIO-VISUAL AIDS IN INSTRUCTION

By: Mr. Kevin Work
Location: Ohio Suite, Union

In this session the presenter will describe ways to utilize audio-visual aids to supplement instruction. In addition, graduate students will be given information about procedures for ordering media equipment and producing software through the Instructional Media Center.

· TEACHING IN A LABORATORY SETTING

By: Mr. Edward Emmons
Location: 210 Math Science Building

This session will focus on the responsibilities of the laboratory instructor. Discussion will include variability in courses taught by several teaching assistants and flexibility in both presentation style and grading. Disposal of toxic chemicals and a demonstration of extinguishing a fire will be highlighted.

· WRITING BEHAVIORAL OBJECTIVES FOR THE CLASSROOM

By: Dr. Rita Brace-Keefe
Location: Alumni Room, Union

This session will focus on the process of establishing behavioral objectives for students. Discussion will center around defining student needs, clarifying goals, establishing measurable objectives, and evaluating outcomes.

· BY TRIAL AND ERROR: CRITIQUES OF ACTUAL TEACHING LESSONS

By: Dr. Charlotte Scherer
Location: Community Suite, Union

Participants will view video tapes of actual teaching lessons for the purposes of critiquing and learning specific teaching skills.

· THE ADULT LEARNER

By: Ms. Suzanne Crawford
Location: Lounge, Union

This session will focus on concerns of the nontraditional student and appropriate instructional approaches to use with adults.

(Tues., con't.) GROUP B: Research Strategies (Select One Workshop)

· THE RESEARCH ASSISTANT SPEAKS

By: Mr. Larry Normansell
Location: 116 Business Administration Building

An experienced research assistant will address common concerns and coping skills needed for beginning researchers.

· HOW TO PRESENT YOUR RESEARCH FINDINGS

By: Dr. Carney Strange
Location: 114 Business Administration Building

In this session, strategies for oral and written presentation of research methodology and findings will be discussed.

· THE ABC'S OF DEGREE-ORIENTED RESEARCH

By: Dr. Jaak Panksepp
Location: 112 Business Administration Building

This session will acquaint students with some key issues involved in conducting research at BGSU. Discussion will focus on selecting an adviser, meeting departmental and Graduate College deadlines, establishing a personal timeline, and dealing with other logistics of conducting research.

12:30 - 1:50 p.m. Box Lunch

12:30 - 5:00 p.m. Open Registration in Union Ballroom

2:00 - 4:00 p.m. Organizational Fair

Location: Northeast Commons, Public Safety Building

This event will enable incoming graduate students and their families to learn about the many activities available to them, both on the campus and in the community. Many clubs and groups will be represented; members of social, cultural, religious, athletic, and service-oriented organizations will be present and will share information regarding their respective groups and the opportunities available to their members.

2:00 - 4:50 p.m. Departmental Programming, Spouse/Partner Programming, or Recreational Activities

Wednesday, August 21

9:00 - 9:20 a.m. Meetings with Orientation Leaders

9:30 - 10:20 a.m. OVERVIEW OF ESSENTIAL UNIVERSITY SERVICES

By: Ms. Sandy Miesmer, Bursar's Office
Ms. Liz Greene, Graduate Registration
Ms. Jean Yarnell, Parking Services
Location: Kobacker Hall

10:30 - 12:20 p.m. Instructional Techniques OR Research Strategies

10:30 - 11:20 a.m. GROUP A: Instructional Techniques (Select One Workshop)

· ROLES AND RESPONSIBILITIES OF THE TEACHING ASSISTANT*

By: Dr. Richard Zeller
Mr. Kenneth York
Location: 113 Business Administration Building

This session will include an explanation of the rights and responsibilities of the individual who has assumed the roles of lecturer and student and difficulties that arise in the attempt to balance the two.

· ORGANIZING EFFECTIVE LECTURES*

By: Dr. Leigh Chiarelott
Location: 112 Business Administration Building

The presenter will discuss effective ways of communicating and delivering information to a class when using a lecture format. This session will focus on distracting mannerisms, verbal and nonverbal cues, intonation, and general do's and don't's in the classroom environment.

· ETHICS IN TEACHING*

By: Dr. Louis Katzner
Location: 103 Business Administration Building

The presenter will examine ethical considerations related to teaching and will identify methods of instruction which are unethical.

· THE USE OF EVALUATIONS TO ENHANCE INSTRUCTION*

By: Dr. Peter Wood
Location: 111 Business Administration Building

* Session repeated at a later time.

(Wed., con't.)

The presenter will explain the evaluation process and offer suggestions for using student ratings to improve teaching skills.

- INTEGRATING THE LIBRARY INTO THE CLASSROOM*

  By: Ms. Bonnie Gratch
  Ms. Angela Lindley
  Location: Taft Room, Union

  In this seminar the presenters will address ways the library faculty can help the teaching assistant in educating his/her students to become more proficient library researchers.

- THE POWER OF POSITIVE INVITATIONS TO LEARNING*

  By: Dr. John Piper
  Location: Alumni Room, Union

  In this session the participants will examine how learning can be promoted within a friendly classroom environment. Humanistic teaching techniques such as values clarification, recognition of individual learning styles, and small group interaction will be demonstrated.

- THE EVALUATION OF STUDENT WRITING IN COURSES OTHER THAN ENGLISH*

  By: Ms. Kathy Hart
  Location: Ohio Suite, Union

  The teaching assistant's responsibilities in the evaluation of written assignments will be explored.

- NON-ACADEMIC REFERRALS: HOW? WHERE? WHY?*

  By: Dr. Robert Arrowsmith
  Dr. Roman Carek
  Dr. Joshua Kaplan
  Location: Community Suite, Union

  In this session the presenters will discuss ways the teaching assistant can work with the student in making non-academic decisions. Information on counseling and referrals as well as the limitations of these types of advising will be explored.

* Session repeated at a later time.

(Wed., con't.) GROUP B: Research Strategies (Select One Workshop)

· ROLES AND RESPONSIBILITIES OF THE RESEARCH ASSISTANT*

By: Dr. Richard Hoare
Location: 116 Business Administration Building

The presenter will discuss the rights and responsibilities of the individual who has assumed the roles of research assistant and student and the difficulties that arise in the attempts to balance the two.

· STAYING ALIVE: BASIC LIBRARY RESEARCH SURVIVAL SKILLS*

By: Ms. Elizabeth Wood
Location: Curriculum Resources Center
2nd Floor Jerome Library

In this seminar the presenter will provide the student with the rudiments of finding monographic material and periodicals, using special research collections, and devising search strategies that will lead to a variety of types of information.

· WRITING FOR PUBLICATION IN THE HUMANITIES*

By: Dr. William Coggin
Location: 114 Business Administration Building

The presenter will focus on the preparation of research and scholarly works for publication in the humanities.

11:30 - 12:20 p.m. GROUP A: Instructional Techniques (Select One Workshop)

· ROLES AND RESPONSIBILITIES OF THE TEACHING ASSISTANT

By: Dr. Richard Zeller
Mr. Kenneth York
Location: 113 Business Administration Building

This session will include an explanation of the rights and responsibilities of the individual who has assumed the roles of lecturer and student and difficulties that arise in the attempt to balance the two.

· ORGANIZING EFFECTIVE LECTURES

By: Dr. Leigh Chiarelott
Location: 112 Business Administration Building

* Session repeated at a later time.

(Wed., con't.)

The presenter will discuss effective ways of communicating and delivering information to a class when using a lecture format. This session will focus on distracting mannerisms, verbal and nonverbal cues, intonation, and general do's and don't's in the classroom environment.

· ETHICS IN TEACHING

By: Dr. Louis Katzner
Location: 103 Business Administration Building

The presenter will examine ethical considerations related to teaching and will identify methods of instruction which are unethical.

· THE USE OF EVALUATIONS TO ENHANCE INSTRUCTION

By: Dr. Peter Wood
Location: 111 Business Administration Building

The presenter will explain the evaluation process and offer suggestions for using student ratings to improve teaching skills.

· INTEGRATING THE LIBRARY INTO THE CLASSROOM

By: Ms. Bonnie Gratch
Ms. Angela Lindley
Location: Taft Room, Union

In this seminar the presenters will address ways the library faculty can help the teaching assistant in educating his/her students to become more proficient library researchers.

· THE POWER OF POSITIVE INVITATIONS TO LEARNING

By: Dr. John Piper
Location: Alumni Room, Union

In this session the participants will examine how learning can be promoted within a friendly classroom environment. Humanistic teaching techniques such as values clarification, recognition of individual learning styles, and small group interaction will be demonstrated.

(Wed., con't.)

· NON-ACADEMIC REFERRALS: HOW? WHERE? WHY?

By: Dr. Robert Arrowsmith
Dr. Roman Carek
Dr. Joshua Kaplan
Location: Community Suite, Union

In this session the presenters will discuss ways the teaching assistant can work with the student in making non-academic decisions. Information on counseling and referrals as well as the limitations of these types of advising will be explored.

GROUP B: Research Strategies (Select One Workshop)

· ROLES AND RESPONSIBILITIES OF THE RESEARCH ASSISTANT

By: Dr. Richard Hoare
Location: 116 Business Administration Building

The presenter will discuss the rights and responsibilities of the individual who has assumed the roles of research assistant and student and the difficulties that arise in the attempts to balance the two.

· WRITING FOR PUBLICATION IN THE HUMANITIES

By: Dr. William Coggin
Location: 114 Business Administration Building

The presenter will focus on the preparation of research and scholarly works for publication in the humanities.

· ETHICS IN RESEARCH

By: Dr. Michael Bradie
Dr. Kathleen Dixon
Location: 110 Business Administration Building

The presenters will address ethical considerations involved in conducting research. The session will include a discussion of informed consent, use of deception in research, and ways of assessing potential risks and benefits.

12:30 - 1:20 p.m. Lunch with Orientation Leaders

1:30 - 3:00 p.m. Departmental Programming (See Orientation Leader)

7:00 - 9:00 p.m. Recreation Center Tours, Games, and Refreshments

Thursday, August 22

9:00 - 9:20 a.m. — Meetings with Orientation Leaders

9:30 - 12:20 p.m. — Sessions on Instructional Techniques, Research Strategies, Computer Services and Library Facilities

9:30 - 10:20 a.m. — GROUPS A and B (Select One Workshop)

· TESTING AND GRADING*

By: Dr. Robert Reed
Location: Town Room, Union

In this session, strengths and weaknesses of various testing formats (multiple choice, essay, short-answer, practicals) and grading schemes (percentages, normal distribution, extra credit) will be discussed. This session will also include information concerning makeup examinations, fair evaluations, and study skills associated with different types of tests.

· REALISTIC EXPECTATIONS OF THE COLLEGE STUDENT: A DEVELOPMENTAL PERSPECTIVE*

By: Dr. Audrey Rentz
Location: Taft Room, Union

What should one expect from the traditional college student in the classroom? Discussion will focus on ways the teaching assistant can best maximize a "fit" between the developmental stages of the college student and the establishment of realistic goals.

· COMPUTER SERVICES, FACILITIES AND LANGUAGES*

By: Mr. Dale Schroeder
Location: Alumni Room, Union

This session will consist of an overview of the various computer resources available for use by graduate students.

· THE STATISTICAL CONSULTING CENTER AND STATISTICAL PACKAGES*

By: Dr. Ralph St. John
Dr. Steve Simon
Location: Ohio Suite, Union

* Session repeated at a later time.

(Thurs., con't.)

The presenters will describe the services available to graduate students who are conducting research requiring the use of statistical tools and packages.

· ONLINE COMPUTER LIBRARY CENTER (OCLC)*

By: Mr. Cliff Glaviano
Mr. Robert Heidler
Location: 2nd Floor Jerome Library

This seminar will focus on how the OCLC terminal can help students identify items not owned by the BGSU libraries and how the OCLC can be used as a reference tool.

· COMPUTERIZED INFORMATION SEARCHING*

By: Ms. Bonnie Gratch
Ms. Floris Wood
Location: 101 Jerome Library

The presenters will cover the variety of computerized databases now available, the basics of what to expect from a search, and the options available to students when they decide to do a search.

· CENTER FOR ARCHIVAL COLLECTIONS

By: Mr. Paul Yon
Location: 5th Floor Jerome Library

In this seminar the presenter will reveal the diversity of subject areas and types of materials in the various archival collections.

· TRACKING THE ELUSIVE GOVERNMENT DOCUMENT*

By: Ms. Judith Davidson
Ms. Colleen Parmer
Location: Map Library, Jerome Library

This presentation will introduce students to the rich variety of information published by federal and state governments and familiarize students with the unique shelf arrangement of these publications. Instruction will be provided in the use of the special catalogs and indices to locate government publications.

* Session repeated at a later time.

(Thurs., con't.)

· WRITING FOR PUBLICATION IN THE PHYSICAL SCIENCES*

By: Dr. George Clemans
Location: Campus Room, Union

This session will focus on preparing research and scholarly articles to be submitted for publication in the physical sciences.

· STAYING ALIVE: BASIC LIBRARY RESEARCH SURVIVAL SKILLS*

By: Ms. Charlene York
Location: 126 Jerome Library

This seminar will provide students with the rudiments of finding monographic material and periodicals, using special research collections, and devising search strategies that will lead to a variety of types of information.

10:30 - 11:20 a.m. GROUPS A and B (Select One Workshop)

· TESTING AND GRADING

By: Dr. Robert Reed
Location: Taft Room, Union

In this session, strengths and weaknesses of various testing formats (multiple choice, essay, short-answer, practicals) and grading schemes (percentages, normal distribution, extra credit) will be discussed. This session will also include information concerning make-up examinations, fair evaluations, and study skills associated with different types of tests.

· RIGHT FROM THE HORSE'S MOUTH*

By: Mr. Martin Mitchell
Mr. Craig Mulling
Ms. Marti Smock
Location: Campus Room, Union

Experienced teaching assistants will share the strategies that were the most successful for them as beginning teachers.

· ONLINE COMPUTER LIBRARY CENTER (OCLC)

By: Mr. Cliff Glaviano
Mr. Robert Heidler
Location: 2nd Floor Jerome Library

* Session repeated at a later time.

(Thurs., con't.)

This seminar will focus on how the OCLC terminal can help students identify items not owned by the BGSU libraries and how the OCLC can be used as a reference tool.

· COMPUTERIZED INFORMATION SEARCHING

By: Ms. Charlene York
Location: 101 Jerome Library

This seminar will cover the variety of computerized databases now available, the basics of what to expect from a search, and the options available to students when they decide to do a search.

· BGSU-ICPSR DATA ARCHIVE

By: Mr. Floris Wood
Location: 4th Floor Jerome Library

The presenter will discuss the types of data that are available on computer tape and how these data might be beneficial for thesis and dissertation work.

· COMPUTER SERVICES, FACILITIES, AND LANGUAGES

By: Mr. Dale Schroeder
Location: Alumni Room, Union

This session will consist of an overview of the various computer resources available for use by graduate students.

· THE STATISTICAL CONSULTING CENTER AND STATISTICAL PACKAGES

By: Dr. Ralph St. John
Dr. Steve Simon
Location: Ohio Suite, Union

The presenters will describe the services available to students who are conducting research requiring the use of statistical tools and packages.

· TRACKING THE ELUSIVE GOVERNMENT DOCUMENT

By: Ms. Judith Davidson
Ms. Colleen Parmer
Location: Map Library, Jerome Library

(Thurs., con't.)

This presentation will introduce students to the rich variety of information published by federal and state governments and familiarize students with the unique shelf arrangement of these publications. Instruction will be provided in the use of the special catalogs and indices to locate government publications.

- WRITING FOR PUBLICATION IN THE PHYSICAL SCIENCES

  By: Dr. George Clemans
  Location: 116 Business Administration Building

  This session will focus on preparing research and scholarly articles to be submitted for publication in the sciences.

- WRITING FOR PUBLICATION IN THE SOCIAL SCIENCES*

  By: Dr. Charles McCaghy
  Location: 114 Business Administration Building

  This session will focus on preparing research and scholarly articles to be submitted for publication in the social sciences.

- RESEARCH FUNDING/GRANTSMANSHIP*

  By: Dr. Chris Dunn
  Location: 112 Business Administration Building

  This workshop is designed to inform incoming graduate students of how they can obtain financial support for their research through their departments, the Graduate College, and external sources.

- CHOOSING A THESIS/DISSERTATION TOPIC AND COMMITTEE*

  By: Dr. Elmer Spreitzer
  Dr. Michael Marsden
  Location: Town Room, Union

  What does a thesis/dissertation committee do? Find out what to look for when choosing a research topic and a committee.

- STAYING ALIVE: BASIC LIBRARY RESEARCH SURVIVAL SKILLS

  By: Mr. Errol Lam
  Location: 126 Jerome Library

* Session repeated at a later time.

(Thurs., con't.)

This seminar will provide students with the rudiments of finding monographic material and periodicals, using special research collections, and devising search strategies that will lead students to a variety of types of information.

11:30 - 12:20 p.m. GROUPS A and B (Select One Workshop)

- THE EVALUATION OF STUDENT WRITING IN COURSES OTHER THAN ENGLISH

  By: Ms. Kathy Hart
  Location: Town Room, Union

  The teaching assistant's responsibilities in the evaluation of written assignments will be explored.

- REALISTIC EXPECTATIONS OF THE COLLEGE STUDENT: A DEVELOPMENTAL PERSPECTIVE

  By: Dr. Gerald Saddlemire
  Location: 116 Business Administration Building

  What should one expect from the traditional college student in the classroom? Discussion will focus on ways the teaching assistant can best maximize a "fit" between the developmental stages of the college student and the establishment of realistic goals.

- RIGHT FROM THE HORSE'S MOUTH

  By: Mr. Martin Mitchell
  Mr. Craig Mulling
  Ms. Marti Smock
  Location: Campus Room, Union

  Experienced teaching assistants will share the strategies that were the most successful for them as beginning teachers.

- FACILITATING LEARNING IN THE CLASSROOM

  By: Dr. Jack Taylor
  Location: 113 Business Administraton Building

  This workshop is designed to provide teaching techniques to improve student learning in the classroom. Participants will learn how to identify and assess students with learning difficulties and other academic problems in the classroom. Information on referrals will also be included.

(Thurs., con't.)

· RESEARCH FUNDING/GRANTSMANSHIP

By: Dr. Chris Dunn
Location: 112 Business Administration Building

This workshop is designed to inform incoming graduate students of how they can obtain financial support for their research through their departments, the Graduate College, and external sources.

· CHOOSING A THESIS/DISSERTATION TOPIC AND COMMITTEE

By: Dr. Elmer Spreitzer
Dr. Michael Marsden
Location: Alumni Room, Union

What does a thesis/dissertation committee do? Find out what to look for when choosing a research topic and a committee.

· USE OF HUMAN SUBJECTS IN CONDUCTING RESEARCH

By: Dr. Sue Gavron
Location: Ohio Suite, Union

This session will focus on University guidelines and other important considerations regarding the use of human subjects in research.

· WRITING FOR PUBLICATION IN THE SOCIAL SCIENCES

By: Dr. Charles McCaghy
Location: 114 Business Administration Building

This session will focus on preparing research and scholarly articles to be submitted for publication in the social sciences.

12:30 - 1:20 p.m. Lunch with Orientation Leaders

1:30 - 3:30 p.m. Departmental Programming (See Orientation Leader)

6:30 - 7:45 p.m. Ice Cream Social

8:00 - 10:00 p.m. Trivia Contest in Union Ballroom

Teams composed of new students, their spouses/partners, and Orientation Leaders will vie for prizes donated by local merchants and University agencies.

Friday, August 23

8:30 - 9:20 a.m. — Breakfast and Meetings with Orientation Leaders

9:30 - 10:20 a.m.

· RECOGNIZING AND GROWING THROUGH CULTURAL DIVERSITY

By: Dr. Ernest Champion
Location: Kobacker Hall

America is a nation of nations--a cultural mosaic that needs to be recognized and studied because the strength and beauty of a mosaic lies in the strength and beauty of its individual parts. The presenter will discuss this mosaic and the ramifications of it for graduate students.

10:30 - 11:20 a.m. — Personal and Professional Development (Select One Workshop)

· TIME MANAGEMENT*

By: Ms. Karen Wheeler
Location: Ohio Suite, Union

This session's presenter will stress the organization of time and the setting of priorities in order to manage personal and professional activities more efficiently.

· STRESS MANAGEMENT*

By: Dr. Barbara Kalman
Location: Alumni Room, Union

In this session the presenter will discuss stress and distress, explore the causes of each, and describe various coping mechanisms.

· CULTURAL AND LEISURE TIME PURSUITS*

By: Ms. Shelia Brown
Ms. Linda Iverson
Ms. Karen Martin
Ms. Debbie Polen
Mr. Craig Vickio
Location: 116 Business Administration Building

Find out what there is to do in Bowling Green and the surrounding area. Learn about cultural experiences and enriching leisure-time activities.

* Session repeated at a later time.

(Fri., con't.)

· CAREER PLANNING AND PLACEMENT FOR GRADUATE STUDENTS*

By: Ms. JoAnn Kroll
Location: Community Suite, Union

The presenter will discuss the importance of career development and job search strategies including targeting employers, vita development, and interviewing strategies.

· MENTORS: THE CRITICAL LINK OR PROFESSIONAL RHETORIC?*

By: Dr. Betty Yarris
Location: 114 Business Administration Building

The presenter will share research findings on mentors as role models for new professionals and offer suggestions for the use of mentoring relationships.

· FINANCIAL ASSISTANCE: WHERE CAN I GET IT?*

By: Ms. Deb Heineman
Location: 112 Business Administration Building

This workshop will introduce the services provided by the Office of Financial Aid and Student Employment and the types of aid available, including guaranteed student loans, the National Direct Student Loan, and student employment opportunities.

11:30 - 12:20 p.m. <u>Personal and Professional Development</u> (Select One Workshop)

· STRESS MANAGEMENT*

By: Dr. Roman Carek
Location: Alumni Room, Union

In this session the presenter will discuss stress and distress, explore the causes of each, and describe various coping mechanisms.

· CULTURAL AND LEISURE TIME PURSUITS

By: Ms. Shelia Brown
Ms. Linda Iverson
Ms. Karen Martin
Ms. Debbie Polen
Mr. Craig Vickio
Location: 116 Business Administration Building

* Session repeated at a later time.

(Fri., con't.)

Find out what there is to do in Bowling Green and the surrounding area. Learn about cultural experiences and enriching leisure-time activities.

· CAREER PLANNING AND PLACEMENT FOR GRADUATE STUDENTS

By: Ms. JoAnn Kroll
Location: Community Suite, Union

The presenter will discuss the importance of career development and job search strategies including targeting employers, vita development, and interviewing strategies.

· MENTORS: THE CRITICAL LINK OR PROFESSIONAL RHETORIC?

By: Dr. Betty Yarris
Location: 114 Business Administration Building

The presenter will share research findings on mentors as role models for new professionals and offer suggestions for the use of mentoring relationships.

· FINANCIAL ASSISTANCE: WHERE CAN I GET IT?

By: Ms. Deb Heineman
Location: 112 Business Administration Building

This workshop will introduce the services provided by the Office of Financial Aid and Student Employment and the types of aid available, including guaranteed student loans, the National Direct Student Loan, and student employment opportunities.

· GAINING WORK EXPERIENCE WHILE IN SCHOOL

By: Mr. Ralph Olson
Mr. Dan Ward
Location: 110 Business Administration Building

Cooperative education positions and internships provide valuable work experience. This workshop will explore the pros and cons of such experience and will give information about how to find an internship or cooperative education site.

12:30 - 1:20 p.m. "Brown Bag" Lunch on the Quadrangle (pop provided)

1:30 - 2:20 p.m. Personal and Professional Development (Select One Workshop)

(Fri., con't.)

· TIME MANAGEMENT*

By: Dr. Martha Tack
Location: Ohio Suite, Union

This session's presenter will stress the organization of time and the setting of priorities in order to manage personal and professional activities more efficiently.

· STRESS MANAGEMENT*

By: Dr. Barbara Kalman
Location: Alumni Room, Union

In this session the presenter will discuss stress and distress, explore the causes of each, and describe various coping mechanisms.

· GRADUATE STUDENT SENATE: OPPORTUNITIES FOR LEADERSHIP

By: Ms. Susan Willis
Location: Taft Room, Union

The Graduate Student Senate is concerned with promoting just representation and treatment of graduate students regardless of race, sex, religion, age, or national origin and is actively involved in shaping the policies which affect the graduate student's academic future. The presenter will describe the functions performed by the Graduate Student Senate and will explore opportunities for graduate student participation.

· PERSONAL RELATIONSHIPS AND GRADUATE SCHOOL*

By: Mr. William Dragan
Ms. Erin Walsh
Location: Community Suite, Union

Family, friends, spouses, partners, colleagues--these are all people who can help to make the graduate experience enjoyable. However, it is easy to get so wrapped up in work that there is little time or energy for those important persons. Graduate students will share their views on forming and maintaining relationships in graduate school and will give participants an opportunity to discuss their views as well.

* Session repeated at a later time.

(Fri., con't.)

· GRADUATE STUDENTS AS PROFESSIONALS

By: Dr. Carol Heckman
Location: 112 Business Administration Building

In this session the presenter will discuss the rights and responsibilities which are associated with being both a professional and a student.

· THE JOYS AND PAINS OF THE GRADUATE STUDENT*

By: Mr. Jerry McKibben
Ms. Judith Powell
Mr. Daniel Suh
Location: 114 Business Administration Building

Discussion will center around common concerns, feelings, frustrations, and joys associated with adjusting to graduate school.

2:30 - 3:20 p.m. <u>Personal and Professional Development</u> (Select One Workshop)

· TIME MANAGEMENT

By: Ms. Karen Martin
Location: Ohio Suite, Union

This session's presenter will stress the organization of time and the setting of priorities in order to manage personal and professional activities more efficiently.

· STRESS MANAGEMENT

By: Dr. Roman Carek
Location: Alumni Room, Union

In this session the presenter will discuss stress and distress, explore the causes of each, and describe various coping mechanisms.

· PERSONAL RELATIONSHIPS AND GRADUATE SCHOOL

By: Mr. William Dragan
Ms. Erin Walsh
Location: Community Suite, Union

* Session repeated at a later time.

(Fri., con't.)

Family, friends, spouses, colleagues - these are all people who can help to make the graduate experience enjoyable. However, it is easy to get so wrapped up in work that there is little time or energy for those important persons. Graduate students will share their views on forming and maintaining relationships in graduate school and will give participants an opportunity to discuss their views as well.

- THE UNIVERSITY WRITING CENTER: A GRADUATE STUDENT'S AID TO BETTER WRITING

  By: Dr. Vernice P. Cain
  Location: 112 Business Administration Building

  The presenter will discuss techniques and approaches that the University Writing Center uses to assist graduate students who are writing short and long papers, theses, and dissertations.

- THE JOYS AND PAINS OF THE GRADUATE STUDENT

  By: Mr. Jerry McKibben
  Ms. Judith Powell
  Mr. Daniel Suh
  Location: 114 Business Administration Building

  Discussion will center around common concerns, feelings, frustrations, and joys associated with adjusting to graduate school.

- IS THERE LIFE OUTSIDE OF MY DEPARTMENT?

  By: Mr. Greg DeCrane
  Location: 116 Business Administration Building

  Learn how to make friends and get involved outside of your program. Find out where to cultivate new interests or to continue old ones.

3:30 - 4:00 p.m. <u>Closing Session in Kobacker Hall</u>

The staff of the Graduate Student Orientation Program would like to acknowledge the generous financial support provided by the Graduate Student Senate. Their monetary contribution was used to sponsor the Opening Night Party in the Union Ballroom and the Ice Cream Social. The staff would also like to extend thanks to Dairy Queen, McDonald's, Puff's Pizza and the University Bookstore for sponsoring the Trivia Contest.

Appendix B:

DEPARTMENTAL PROGRAMMING INFORMATION

DEPARTMENTAL PROGRAMMING OBJECTIVES

The primary goal of departmental programming is to provide incoming graduate students with a clear understanding of what it will be like as a graduate student in your department. This entails the following subgoals:

1. To introduce students to members of the faculty and continuing graduate students.
2. To familiarize students with departmental procedures.
3. To provide students with information regarding their assistantship duties.
4. To provide students with information about their teaching assignments and to acquaint them with research responsibilities.
5. To share information concerning courses which are required in the department.

SUGGESTED DEPARTMENTAL PROGRAMMING ACTIVITIES

1. "Loosening Up" Session--conduct ice-breakers
2. Tour of Department, Building, and/or Campus
3. Session on Teaching--(geared specifically to the department)
4. Discussion of Assistantship Responsibilities--hold group session and/or individual meetings with supervisors
5. Informal Coffee Hour or Reception with Faculty (or some other form of departmental mixer)
6. Individual Meetings with Faculty Advisors to Discuss Course Selection
7. Individual Meetings with Faculty Members to Discuss Research Interests
8. Meeting with Department Chair and Graduate Advisor(s)--welcome the students, discuss departmental procedures and requirements
9. Meeting with Returning Graduate Students
10. General Questions and Answer Period--discuss workload, course requirement, study strategies, life as a graduate student, etc.
11. Meeting with Departmental Secretaries

00260

DEVELOPING YOUR DEPARTMENTAL PROGRAMMING SCHEDULE

Steps:

(1) Carefully review the objectives of departmental programming and the list of suggested departmental programming activities.

(2) Note the times during which departmental programming is scheduled to take place.

(3) Solicit ideas for departmental programming from other Orientation Leaders, from fellow graduate students in your department, and from departmental faculty.

(4) Meet with your Department Chair and Graduate Advisor and request their assistance in deciding upon programming activities. (The Department Chair and Graduate Advisor have final authority to determine which activities will be included in departmental programming and which activities will not.)

(5) Think about what types of departmental activities were especially helpful to you when you went through the Orientation Program; also think about what you would have liked to have seen included in your departmental programming (i.e., what was not done which should have been?) Try to incorporate these ideas into your departmental programming schedule.

(6) Submit a first draft of your departmental programming schedule to Craig Vickio, Assistant Director of the Graduate Student Orientation Program, by Friday, May 17. This draft should include a list of activities and the times when you intend to conduct each activity.

(7) Submit a final draft of your departmental programming schedule to Craig Vickio by Friday, August 2. This draft should include a listing of activities, as well as complete information regarding when and where each activity will be held and who will be participating (i.e., names of faculty and continuing graduate students).

00260

Appendix C:

SPOUSE/PARTNER PROGRAM

·SPOUSE/PARTNER PROGRAM·

1985 GRADUATE STUDENT - SPOUSE/PARTNER SCHEDULE OF EVENTS

Welcome to Bowling Green State University and to this year's Graduate Student Orientation Program. This year spouses and partners have been more fully integrated into the Orientation Program. The following is a schedule of the events which spouses and partners are invited to attend.

Monday, August 19

8:00 - 11:00 p.m. — Opening Night Party in Union Ballroom
(Beverages and snacks will be provided)

Tuesday, August 20

12:30 - 1:50 p.m. — Box Lunch

Location: Central Quadrangle (between McFall Center and Williams Hall)
Rain Location: Northeast Commons, Public Safety Bldg.

2:15 - 2:30 p.m. — Introductions and Welcome to the Spouse/Partner Program

By: Interim Graduate Dean Louis Katzner
Dr. Martha Tack
Ms. Debbie Polen
Location: Community Suite, Third Floor, Union

2:30 - 3:30 p.m. — Graduate School & Spouses/Partners: Can They Mix?

By: Mr. Rick Barlow
Ms. Sue Ann Dragan
Ms. Bonnie Walker
Location: Community Suite, Third Floor, Union

3:30 - 4:00 p.m. — Optional Activities:

Organizational Fair	-OR-	Campus Tour
Northeast Commons (Public Safety Bldg.)		Prout Hall (front steps)

Wednesday, August 21

7:00 - 9:00 p.m. — Recreation Center Tours, Games, and Refreshments

Thursday, August 22

6:30 - 7:45 p.m. — Ice Cream Social

Location: Central Quadrangle (between McFall Center and Williams Hall)

8:00 - 10:00 p.m. — Trivia Contest in Union Ballroom

Friday, August 23

Personal and Professional Development Activities

Spouses and partners are invited to attend all activities offered during this day including the various workshop sessions, the brown bag lunch, and the closing session. Please refer to the printed Graduate Student Orientation Program for a list of the sessions offered.

Appendix D:

STAFF SELECTION MATERIALS

1986 GRADUATE STUDENT ORIENTATION PROGRAM
COORDINATOR RATING FORM

Candidate's Name_____ Department_____

Interviewer's Name_____Date_____

Position Desired_____

	Excellent				Very Poor
I. Communication and Leadership Skills					
A. Oral Communication	5	4	3	2	1
B. Openness and Assertiveness	5	4	3	2	1
C. Concern for Others	5	4	3	2	1
D. Motivational Skills	5	4	3	2	1
II. Role Expectations					
A. Interest in/Knowledge of the Position	5	4	3	2	1
B. Commitment to the Program	5	4	3	2	1
C. Experience in: (Please circle) Research/Professional Development/Evaluation	5	4	3	2	1
III. Program Development Skills					
A. Resourcefulness	5	4	3	2	1
B. Time Management	5	4	3	2	1
C. Ability to Plan and Organize	5	4	3	2	1
D. Ability to Make Decisions	5	4	3	2	1

OVERALL RATING: EXCELLENT GOOD SATISFACTORY POOR VERY POOR

COMMENTS:_____

_____

_____

_____

01970

1986 GRADUATE STUDENT ORIENTATION PROGRAM
COORDINATOR POSITIONS

Criteria for Evaluation

I. Communication and Leadership Skills

A. Oral Communication. Does the candidate 1) use appropriate voice tone, 2) articulate clearly, 3) organize ideas in a logical manner, and 4) understand and answer the questions?

B. Openness and Assertiveness. Does the candidate 1) respond in a non-aggressive manner, 2) sell self effectively, 3) express opinions willingly?

C. Concern for Others. Does the candidate demonstrate 1) an understanding of other's viewpoints, 2) a concern for the welfare of others?

D. Motivational Skills. Does the candidate demonstrate: 1) ability to encourage others 2) enthusiasm 3) sense of humor?

II. Role Expectations

A. Interest in/Knowledge of the Position. Does the candidate 1) demonstrate a realistic appraisal of the orientation coordinator's role, 2) understand the potential impact an orientation coordinator can have on the success of the program, 3) convey excitement and enthusiasm over the prospect of being a coordinator?

B. Commitment to the Program. Does the candidate 1) demonstrate an ability to take on responsibility and to be accountable for his/her actions, 2) appear willing to devote sufficient time to the program before, during, and after Orientation Week?

C. Experience in Research/Instruction/Evaluation/Professional Development. Give specific information.

III. Program Development Skills

A. Resourcefulness. Does the candidate 1) offer alternatives if he/she does not know the answer, 2) give original, creative responses and/or alternatives?

B. Time Management. Does the candidate 1) set priorities effectively, 2) make efficient use of time, 3) formulate a concise plan of action, 3) think ahead and anticipate potential problems?

C. Ability to Plan and Organize. Does the candidate demonstrate an ability to 1) synthesize ideas, 2) formulate a concise plan of action, 3) think ahead and anticipate potential problems?

D. Ability to Make Decisions. Does the candidate demonstrate an ability to 1) think logically, 2) weigh evidence, 3) seek/alternatives?

01970

1986 GRADUATE STUDENT ORIENTATION PROGRAM
ORIENTATION LEADER RATING FORM

Candidate's Name_____ Department_____

Interviewer's Name_____Date_____

	Excellent				Very Poor
I. Communication and Leadership Skills					
A. Oral Communication	5	4	3	2	1
B. Non-Verbal Ability	5	4	3	2	1
C. Openness and Assertiveness	5	4	3	2	1
D. Concern for Others	5	4	3	2	1
E. Resourcefulness	5	4	3	2	1
II. Role Expectations					
A. Interest in/Knowledge of the Position	5	4	3	2	1
B. Commitment to the Program	5	4	3	2	1
III. Level of Enthusiasm	5	4	3	2	1

OVERALL RATING: EXCELLENT GOOD SATISFACTORY POOR VERY POOR

COMMENTS:_____

_____

_____

_____

This candidate is my _____ 1st Choice

_____ 2nd Choice

_____ none of the above

01970/6

1986 GRADUATE STUDENT ORIENTATION PROGRAM
ORIENTATION LEADER

Criteria for Evaluation

I. Communication and Leadership Skills

A. Oral Communication. Does the candidate 1) use appropriate voice tone, 2) articulate clearly, 3) organize ideas in a logical manner, and 4) understand and answer the questions?

B. Non-Verbal Ability. Is the candidate 1) attentive, 2) able to maintain eye contact, 3) able to maintain posture that indicates involvement?

C. Openness and Assertiveness. Does the candidate 1) respond in a non-aggressive manner, 2) sell self effectively, 3) express opinions willingly?

D. Concern for Others. Does the candidate demonstrate 1) an understanding of others' view points, 2) a concern for the welfare of others?

E. Resourcefulness. Does the candidate 1) offer alternatives if he/she does not know the answer, 2) give original, creative responses and/or alternatives?

II. Role Expectations

A. Interest in/Knowledge of the Position. Does the candidate 1) demonstrate a realistic appraisal of the orientation leader's role, 2) understand the potential impact an orientation leader can have on graduate students?

B. Commitment to the Program. Does the candidate 1) demonstrate an ability to take on responsibility and to be accountable for his/her actions, 2) appear willing to devote sufficient time to the program before, during, and after Orientation Week?

III. Level of Enthusiasm

A. Enthusiasm. Is the candidate 1) excited and enthusiastic about his/her position and the program in general, 2) able to motivate others?

01970/7

Appendix E:

POSITION DESCRIPTIONS

GRADUATE STUDENT ORIENTATION PROGRAM
BOWLING GREEN STATE UNIVERSITY (BGSU)

POSITION DESCRIPTION FOR ORIENTATION LEADER

Qualifications

Enthusiasm for the Program
Good Interpersonal Skills
Good Motivational Skills
Leadership Ability
Current Graduate Student at BGSU

Responsibilities

To attend a two-day training session prior to the initiation of the Graduate Student Orientation Program.

To participate actively in the Graduate Student Orientation Program during the days in which it is in session.

To prepare a well organized, interesting departmental program in consultation with the department chair, graduate adviser, faculty, and other graduate students.

To plan informal social events for group members, i.e., breakfasts, lunches, dinners, and parties.

To participate in the planning of the Graduate Student Orientation Program and the training sessions for group leaders.

To foster interdisciplinary activities so group members become acquainted with graduate students in disciplines other than their own.

To serve as a role model for group members in all areas that affect life as a graduate student, i.e., enthusiasm for BGSU, professional ethics, evidence of organizational and planning skills, dependability, honesty, concern for the welfare of others, etc.

To conduct follow-up activities after the conclusion of the Graduate Student Orientation Program to ensure continued interaction among group members, i.e., social event or group meeting in September.

To provide opportunities for group members to interact with departmental faculty and returning graduate students.

Reporting Channel

To the assistant director of the Graduate Student Orientation Program.

GRADUATE STUDENT ORIENTATION PROGRAM
BOWLING GREEN STATE UNIVERSITY (BGSU)

POSITION DESCRIPTION FOR COORDINATOR OF RESOURCE CENTER OPERATIONS AND PROGRAM EVALUATION

Qualifications

Enthusiasm for the Program
Good Interpersonal Skills
Good Motivational Skills
Leadership Ability
Experience in Program Development
Current Graduate Student at BGSU

Responsibilities

To develop a detailed list of materials which he/she believes should be available at the Resource Center and to submit a first draft of that list to the director and assistant director by May 1.

To assume responsibility for securing materials for the Resource Center.

To work individually with each of the other coordinators to develop mechanisms for evaluating all facets of the program and to submit a first draft of all evaluative instruments to the director and assistant director by July 1.

To locate volunteers to staff the Resource Center.

To serve as a member of the Steering Committee and, as such, to participate in formulating plans and arrangements for the entire Graduate Student Orientation Program.

To participate in planning and conducting the Orientation Leader training sessions.

To be available to work in the Resource Center and/or to assist the director and assistant director during the days on which the Graduate Student Orientation Program is held.

To submit a personal evaluation of the Orientation Program to the director of the program by September 15 with particular emphasis placed on the Resource Center operations and the program evaluation process; suggestions for changes should be included.

To compile and summarize the evaluative data collected during the Orientation Program and to submit a final report of the findings to the director by October 15.

Reporting Channel

To the director of the Graduate Student Orientation Program.

GRADUATE STUDENT ORIENTATION PROGRAM
BOWLING GREEN STATE UNIVERSITY (BGSU)

POSITION DESCRIPTION FOR COORDINATOR OF PERSONAL AND PROFESSIONAL DEVELOPMENT PROGRAMMING

Qualifications

Enthusiasm for the Program
Good Interpersonal Skills
Good Motivational Skills
Leadership Ability
Experience in Program Development
Current Graduate Student at BGSU

Responsibilities

To develop a comprehensive program for personal and professional development and to submit a first draft of that program to the director and assistant director by May 1.

To make recommendations concerning appropriate presenters for the personal and professional development sessions and to assist in contacting those recommended presenters.

To work with the coordinator of Program Evaluations in developing mechanisms for evaluating the personal and professional development sessions.

To serve as a member of the Steering Committee and, as such, to participate in formulating plans and arrangements for the entire Graduate Student Orientation Program.

To participate in planning and conducting the Orientation Leader training sessions.

To identify appropriate individuals to introduce the session presenters.

To be available to assist the director and assistant director during the days on which the Graduate Student Orientation Program is held.

To submit a personal evaluation of the Orientation Program to the director of the program by September 15 with particular emphasis placed on the personal and professional development programming and with suggestions for changes.

Reporting Channel

To the director of the Graduate Student Orientation Program.

GRADUATE STUDENT ORIENTATION PROGRAM
BOWLING GREEN STATE UNIVERSITY (BGSU)

POSITION DESCRIPTION FOR COORDINATOR OF RESEARCH PROGRAMMING

Qualifications

Enthusiasm for the Program
Good Interpersonal Skills
Good Motivational Skills
Leadership Ability
Experience in Program Development
Current Graduate Student at BGSU

Responsibilities

To develop a comprehensive program of research strategies and to submit a first draft of that program to the director and assistant director by May 1.

To make recommendations concerning appropriate presenters for the research sessions and to assist in contacting those recommended presenters.

To work with the Coordinator of Program Evaluations in developing mechanisms for evaluating the research sessions.

To serve as a member of the Steering Committee and, as such, to participate in formulating plans and arrangements for the entire Graduate Student Orientation Program.

To participate in planning and conducting the Orientation Leader training sessions.

To identify appropriate individuals to introduce the session presenters.

To be available to assist the director and assistant director during the days on which the Graduate Student Orientation Program is held.

To submit a personal evaluation of the Orientation Program to the director of the program by September 15 with particular emphasis placed on the research programming and with suggestions for changes.

Reporting Channel

To the director of the Graduate Student Orientation Program.

GRADUATE STUDENT ORIENTATION PROGRAM
BOWLING GREEN STATE UNIVERSITY (BGSU)

POSITION DESCRIPTION FOR COORDINATOR OF INSTRUCTIONAL PROGRAMMING

Qualifications

Enthusiasm for the Program
Good Interpersonal Skills
Good Motivational Skills
Leadership Ability
Experience in Program Development
Current Graduate Student at BGSU

Responsibilities

To develop a comprehensive program of instructional techniques and to submit a first draft of that program to the director and assistant director by May 1.

To make recommendations concerning appropriate presenters for the instructional sessions and to assist in contacting those recommended presenters.

To work with the Coordinator of Program Evaluations in developing mechanisms for evaluating the instructional sessions.

To serve as a member of the Steering Committee and, as such, to participate in formulating plans and arrangements for the entire Graduate Student Orientation Program.

To participate in planning and conducting the Orientation Leader training sessions.

To identify appropriate individuals to introduce the session presenters.

To be available to assist the director and assistant director during the days on which the Graduate Student Orientation Program is held.

To submit a personal evaluation of the Orientation Program to the director of the program by September 15 with particular emphasis placed on the instructional programming and with suggestions for changes.

Reporting Channel

To the director of the Graduate Student Orientation Program.

GRADUATE STUDENT ORIENTATION PROGRAM
BOWLING GREEN STATE UNIVERSITY (BGSU)

POSITION DESCRIPTION FOR COORDINATOR OF SPOUSE/PARTNER AND SOCIAL PROGRAM

Qualifications

Enthusiasm for the Program
Good Interpersonal Skills
Good Motivational Skills
Leadership Ability
Experience in Program Development
Current Graduate Student at BGSU

Responsibilities

To develop appropriate social and educational programs for the spouses/partners of graduate students attending the Orientation Program.

To make recommendations concerning appropriate presenters for the spouse/partner sessions and to assist in contacting those recommended presenters.

To plan social events for the graduate students attending the Orientation Program.

To submit a first draft of the spouse/partner programming and social programming to the director and assistant director by May 1.

To locate volunteers to assist at the social events.

To identify appropriate individuals to introduce the spouse/partner session presenters.

To work with the Coordinator of Program Evaluations in developing mechanisms for evaluating the spouse/partner and social programming.

To serve as a member of the Steering Committee and, as such, to participate in formulating plans and arrangements for the entire Graduate Student Orientation Program.

To participate in planning and conducting the Orientation Leader training sessions.

To be available to assist the director and assistant director during the days on which the Graduate Student Orientation Program is held.

To submit a personal evaluation of the Orientation Program to the director of the program by September 15 with particular emphasis placed on the spouse/partner and social programming and with suggestions for changes.

Reporting Channel

To the director of the Graduate Student Orientation Program.

GRADUATE STUDENT ORIENTATION PROGRAM
BOWLING GREEN STATE UNIVERSITY (BGSU)

POSITION DESCRIPTION FOR THE PROGRAM DIRECTOR

Qualifications

Enthusiasm for the Program
Good Interpersonal Skills
Good Motivational Skills
Leadership Ability
Experience in Program Development, Administration, and Evaluation
Supervisory Skills
Faculty Member or Administrator at BGSU

Responsibilities

To assume ultimate responsibility for the development, implementation, and evaluation of all facets of the Graduate Student Orientation Program.

To formulate a timeline which specifies dates by which various preparatory activities are to be completed.

To review and revise a list of program goals and objectives.

To review and revise the position descriptions for the director, assistant director, student coordinators, and orientation leaders.

To serve as the chief budget administrator and, as such, to make all decisions regarding financial expenditures.

To prepare a personnel budget and an operating budget for the program.

To assemble and chair a screening committee authorized to select an assistant director for the program.

To assume ultimate responsibility for the appointment of orientation leaders.

To request that department chairs and graduate advisors nominate candidates for the position of orientation leader.

To select BGSU faculty/administrators to assist the assistant director in interviewing potential orientation leader candidates and also to participate, as time permits, in the interviewing and selecting of the orientation leaders. To contact department chairs/graduate advisors regarding the suitability of proposed candidates.

To work with the assistant director in interviewing and selecting the student coordinators.

To supervise directly the assistant director and the student coordinators in the performance of their duties.

To work with the assistant director and student coordinators in planning and conducting a spring meeting of the orientation leaders and two days of orientation leader training during the week prior to the program.

To assume sole responsibility for the termination of staff members who fail to fulfill their responsibilities satisfactorily.

To serve as a liaison between the program staff and University administrators and faculty.

To maintain a close working relationship with the Dean of the Graduate College, notifying him/her of all major developments regarding the program.

To inform department chairs and graduate advisors of plans regarding the orientation program and to solicit their feedback.

To reserve all university facilities which will be needed during the program.

To contact faculty and administrators identified as possible session presenters to request their participation in the program.

To review, revise, and approve program drafts submitted by each of the student coordinators.

To take appropriate steps to ensure the continuity of the program, e.g., to select key staff who can participate in the program for more than one year, to construct a program manual which consists of important documents pertaining to the planning, execution, and evaluation of the program.

To prepare a final report for the program, summarizing the evaluative data and offering suggestions for improvement.

To distribute copies of the final report to the Dean and Associate Deans of the Graduate College.

To disseminate relevant evaluative data to department chairs, graduate advisers, and session presenters.

To assign grades to all students required to attend the orientation program.

Reporting Channel

To the Dean of the Graduate College.

GRADUATE STUDENT ORIENTATION PORGRAM
BOWLING GREEN STATE UNIVERSITY (BGSU)

POSITION DESCRIPTION FOR THE ASSISTANT DIRECTOR

Qualifications

Enthusiasm for the Program
Good Interpersonal Skills
Good Motivational Skills
Leadership Ability
Experience in Program Development, Administration, and Evaluation
Supervisory Skills
Graduate Student who can make a two-year commitment to the program

Responsibilities

To assist the director in overseeing the development, implementation, and evaluation of all facets of the Graduate Student Orientation Program.

To assist the director in formulating a timeline which specifies dates by which various preparatory activities are to be completed.

To assist the director in revising the program goals and objectives and the position descriptions for the director, assistant director, student coordinators, and orientation leaders.

To review and revise the criteria and rating forms used in the selection of orientation leaders.

To suggest to the director the number of orientation leaders which should be selected for each department.

To work with members of the screening committee in interviewing and selecting orientation leaders.

To supervise all orientation leaders in the performance of their duties and to approve departmental programming plans.

To correspond with the orientation leaders throughout the spring and summer, updating them of developments in the program.

To solicit ideas from orientation leaders concerning ways in which the program can be improved.

To work with the director and student coordinators in planning and conducting a spring meeting of the orientation leaders and two days of orientation leader training (to be held immediately prior to the initiation of the program).

To work closely with the secretarial support staff, providing them with materials to be typed and/or copied, correspondence to be sent, interviews to be arranged, etc.

To solicit financial support from the organization responsible for graduate student governance.

To review the program drafts submitted by each of the student coordinators and to provide the director with feedback concerning the acceptability of these drafts.

To identify and contact appropriate local agencies to participate in the "Community Services" segment of the orientation program.

To assist in contacting persons identified as possible session presenters and to request their participation in the program.

To assist the director in preparing a final report for the program.

To assist the director in disseminating relevant evaluative data to department chairs, graduate advisers, and session presenters.

Reporting Channel

To the Director of the Graduate Student Orientation Program.

GRADUATE STUDENT ORIENTATION PROGRAM
BOWLING GREEN STATE UNIVERSITY (BGSU)

POSITION DESCRIPTION FOR SUMMER SECRETARIAL SUPPORT STAFF

Responsibilities

To type and send weekly or bi-weekly correspondence from the director and assistant director to the student coordinators and the orientation leaders.

To type, photocopy, and collate evaluation instruments.

To type, photocopy, and collate drafts of the overall Orientation Program as well as drafts of segments of the program (e.g., Spouse/Partner Programming) and drafts of support services operations (e.g., Resource Center).

To type and send correspondence from the assistant director to various representatives of community and University agencies who will be participating in the Orientation's "Community Services" session.

To type and send correspondence to session presenters, department chairs, and department graduate advisors.

To type and send correspondence (including registration materials) to incoming students and to maintain records of their responses.

To be available to receive the telephone calls from program staff and other University personnel and to relay these messages to the appropriate party (generally, to the director or assistant director).

To compile the list of audio-visual equipment needed by session presenters and to be responsible for scheduling the use of the equipment with the Instructional Media Center.

To provide assistance as needed by the director, assistant director, and student coordinators.

Appendix F:

ORIENTATION LEADER TRAINING SCHEDULE

GRADUATE STUDENT ORIENTATION PROGRAM
BOWLING GREEN STATE UNIVERSITY

1985 Orientation Leader Training

Wednesday, August 14*

Community Suite
University Union

Time	Activity
5:00 - 6:00 p.m	Introductions Welcome by Interim Graduate Dean Louis Katzner Overview of the Orientation Leader Training Sessions
6:00 - 7:15 p.m.	Ice Breakers Getting Acquainted Sessions
7:15 - 9:00 p.m.	Overview of the Program Discussion of Leader Responsibilities

*Light snacks and pop will be provided.

Thursday, August 15*

Alumni Room
University Union

Time	Activity	Resource Person
5:00 - 5:15 p.m.	Parking Services	Jean Yarnell
5:15 - 5:30 p.m.	Human Relations Commission	Ron Stoner
5:30 - 5:45 p.m.	Bursar	Sandy Miesmer
5:45 - 6:00 p.m.	The Graduate College	Gail McRoberts Elmer Spreitzer Win Stone
6:00 - 6:15 p.m.	Graduate Registration	Liz Greene
6:15 - 6:30 p.m.	International Students	Jeff Grilliot
6:30 - 7:30 p.m.	Student Services	Mary Edmonds
7:30 - 7:45 p.m.	Graduate Student Senate	David Anderson

Friday, August 16*

Alumni Room
University Union

Time	Activity
5:00 - 6:30 p.m.	Being a Successful Leader
6:30 - 7:00 p.m.	Questions and Answers Closing Remarks

Saturday, August 17

Time	Activity
5:00 - 8:00 p.m.	Party at Martha W. Tack's Home 874 Lyn Road, Bowling Green, Ohio

*Light snacks and pop will be provided.

Appendix G:

TIMELINE

PROPOSED TIMELINE FOR IMPLEMENTING A
GRADUATE STUDENT ORIENTATION PROGRAM

MONTH	ACTIVITY
September:	- Reserve campus facilities, i.e., classrooms, resource center headquarters, large lecture rooms, the ballroom as well as other rooms in the University Union, and the Student Recreation Center.
	- Analyze evaluative results from previous year's program and spouse/partner activities.
	- Hold a meeting of program staff (director, assistant director, orientation leaders, student coordinators, and clerical staff) to discuss improvements that can be made in the future.
	- Establish the dates for the next year's program and notify all appropriate offices, i.e., the Graduate College, the Office for Academic Affairs, the Office of the President, Campus Safety, Buildings and Grounds, and University Union.
	- Conduct follow-up activities with spouse/ partner participants.
	- Prepare letters of appreciation to all workshop presenters and include evaluative results for each presenter's session(s) along with University-wide norms.
October:	- Distribute departmental evaluations to chairs and graduate advisers.
	- Prepare a personal budget for the program.
	- Encourage orientation leaders to plan a follow-up social event for their students.
	- Review and revise the timeline for implementation of the program.
November:	- Identify dates for interviewing candidates for the positions of assistant director,* student coordinator, and orientation leader.

*If assistant director is in the second year of a two-year appointment.

- Identify and contact persons (faculty or administrators) to serve on the screening committee for staff selections. (These persons should have credentials and experience in personnel selection.)

December:

- Review and revise the position descriptions for the student coordinators and orientation leaders.

- Prepare advertising for the assistant director* and student coordinator positions.

- Establish deadline dates for applications.

January:

- Prepare and defend the operating budget request.

- Contact the University President and the Mayor of the City to discuss their participation in the opening session.

- Advertise and accept applications for assistant director* and student coordinators.

- Participate (director and assistant director) in a meeting with graduate advisers and department chairs to discuss general evaluative results, to describe changes that will be made in the upcoming program, to identify the process for orientation leader selection, and to request nominations for assistant director* and student coordinator positions. Request suggestions for improvement.

- Distribute a request for orientation leader nominees and appropriate forms to department chairs and graduate advisers.

February:

- Hold a meeting of the screening committee to discuss interviewing strategies.

- Screen assistant director* and student coordinator candidates and select appropriate persons.

- Contact personnel in the International Education Office and discuss the program schedule as well as ways to avoid conflicting requirements for international students.

*If assistant director is in the second year of a two-year appointment.

March:

- Confirm the appointment of the next year's program director (to ensure a smooth transition and adequate training through involvement in the planning and implementation of the current year's activities).
- Contact orientation leader nominees to schedule date, time, and place of interview.
- Screen orientation leader nominees (individual 20-minute interviews), select candidates, and notify candidates as well as nominators of their status.
- Hold a meeting involving the director, assistant director, and student coordinators to begin the development of a skeletal format/ schedule, assign responsibilities, and identify the program theme. Plan a bi-weekly meeting schedule.

April:

- Meet with orientation leaders as a group to review overall plans, discuss expectations, and establish timelines.
- Finalize program and begin contacting proposed workshop presenters.
- Hold bi-weekly staff meetings involving the director, assistant director, and student coordinators to discuss program plans.

May:

- Continue contacting proposed workshop presenters.
- Identify and contact appropriate community agencies and invite them to participate in the community services segment of the program.
- Hold bi-weekly staff meetings involving the director, assistant director, and student coordinators to finalize program plans.
- Review departmental programming plans submitted by orientation leaders and suggest revisions.
- Identify spouse/partner program content and contact presenters.
- Finalize logo and theme.

June:

- Hold bi-weekly staff meetings involving the director, assistant director, and student coordinators to discuss program plans.

- Transmit and outline of the general and spouse/partner programs with a cover letter to all new graduate students who are not graduate assistants and invite them to attend.

- Contact vendors regarding food/beverage service; make arrangements for provision of services, with final counts to be provided in August.

- Contact vendor regarding the preparation of buttons for staff; provide art work and the number needed.

- Review and revise evaluation instruments.

- Identify resource center needs, telephone number, and volunteer staff.

- Secure indoor facility for refreshments on opening day in case of rain.

- Discuss and identify alternate programming for departments that have justification for making a substitution to general University programming.

- Provide a list of names/addresses and request that orientation leaders transmit an outline of the general and spouse/partner programs along with a letter of welcome (signed by the department chair and orientation leader) to each registrant.

- Make room assignments for all program functions.

- Draft official program; distribute with cover letter to all presenters, orientation leaders, graduate advisers, and department chairs for input. Request completion of the audio visual support form and resumes from presenters.

- Develop printed program specifications; contact local printers to secure estimates for printing the program.

- Plan the Orientation Leader Training Program (two-day session); contact program participants.

July:

- Hold bi-weekly staff meetings involving the director, assistant director, and student coordinators to discuss program plans.

- Finalize the program and cover.

- Finalize all arrangements for the program.

- Finalize the program for orientation leader training; provide a schedule of events to orientation leaders and program participants.

- Select the printer and submit the program for reproduction.

- Prepare student payroll papers.

August:

- Hold weekly staff meetings involving the director, assistant director, and student coordinators to discuss program planning.

- Identify volunteers to assist at social functions.

- Confirm the number of persons to be involved in the general and spouse/partner programs.

- Pick up programs and buttons.

- Transmit a cover letter and a copy of the final program to all orientation leaders, presenters, department chairs, and graduate advisers. (Invite all to attend the opening party and any sessions.)

- Reconfirm all food/beverage arrangements and space assignments.

- Prepare a list of audio visual aids and contact the media center regarding equipment needed.

- Identify volunteers to introduce each workshop presenter and collect session evaluation sheets.

- Set up the resource center.

- Conduct orientation leader training.

- Implement program; hold daily late afternoon meetings involving the director, assistant director, student coordinators, and orientation leaders to identify problem areas and review next day's activities.

- Conduct the spouse/partner program activities.

- Submit student payroll papers.

- Collect evaluation instruments.

Appendix H:

EVALUATION FORMS

GRADUATE STUDENT ORIENTATION PROGRAM

Session Evaluation

Session Title:_____

Your Department:_____

	Strongly Agree				Strongly Disagree
1) This session was well organized.	5	4	3	2	1
2) This session was valuable to me.	5	4	3	2	1
3) I would recommend that this session be held again next year.	5	4	3	2	1

COMMENTS:

_____

_____

_____

GRADUATE STUDENT ORIENTATION PROGRAM

Session Evaluation

Session Title:_____

Your Department:_____

	Strongly Agree				Strongly Disagree
1) This session was well organized.	5	4	3	2	1
2) This session was valuable to me.	5	4	3	2	1
3) I would recommend that this session be held again next year.	5	4	3	2	1

COMMENTS:

_____

_____

_____

1985 GRADUATE STUDENT ORIENTATION INVENTORY
BOWLING GREEN STATE UNIVERSITY

Spouse/Partner Program Evaluation

I am a graduate student. _____YES _____NO

I am a spouse/partner. _____YES _____NO

Please rate the items below according to the following scale:

SA- Strongly Agree
A- Agree
U- Undecided
D- Disagree
SD- Strongly Disagree

		SA	A	U	D	SD
1.	I felt welcome to attend the Orientation Program.	5	4	3	2	1
2.	I found the information packets to be helpful.	5	4	3	2	1
3.	The session, "Graduate School- Spouses/Partners: Can They Mix?," was valuable.	5	4	3	2	1
4.	I enjoyed the social events.	5	4	3	2	1
5.	The personal and professional development sessions (Friday) were beneficial.	5	4	3	2	1
6.	I gained information about my spouse's/partner's graduate program.	5	4	3	2	1
7.	I had an opportunity to meet other spouses/partners throughout the Orientation Program.	5	4	3	2	1
8.	I would encourage spouses/partners to attend similar programming in the future.	5	4	3	2	1
9.	Overall, I found the Spouse/Partner Program to be helpful.	5	4	3	2	1

Please use the back of this form to make any comments or suggestions for improvement concerning the Spouse/Partner Program. Your input will be very helpful in planning future programs.

1985 GRADUATE STUDENT ORIENTATION PROGRAM INVENTORY
BOWLING GREEN STATE UNIVERSITY

Program Evaluation

Department:_____

Will you receive a stipend from the University for the 1985/86 academic year? _____YES _____NO

Directions: For each statement which applies to you, please respond by circling the appropriate number located to the right of the statement.

SA- Strongly Agree
A- Agree
U- Undecided
D- Disagree
SD- Strongly Disagree

My Orientation Leader(s)

I found my Orientation Leader(s) to be:	SA	A	U	D	SD
1. Friendly and approachable.	5	4	3	2	1
2. Enthusiastic about the Orientation Program.	5	4	3	2	1
3. Organized and prepared.	5	4	3	2	1
4. Knowledgeable about my department.	5	4	3	2	1
5. Knowledgeable about the University.	5	4	3	2	1
6. Knowledgeable about the Orientation Program.	5	4	3	2	1

Orientation Activities
(Please respond only to those activities you attended.)

7. The opening session was informative.	5	4	3	2	1
8. The general library orientation was informative.	5	4	3	2	1
9. The University/Community Services Session was helpful.	5	4	3	2	1
10. The Organizational Fair provided useful information.	5	4	3	2	1

I found each of the following to be valuable:	SA	A	U	D	SD
11. Instructional Techniques Programming	5	4	3	2	1
12. Research Strategies Programming	5	4	3	2	1
13. Personal and Professional Development Programming	5	4	3	2	1
14. Spouse/Partner Programming	5	4	3	2	1
15. The Resource Center	5	4	3	2	1

Social Functions

(Please respond only to those activities you attended.)

I found each of the following social functions to be enjoyable:					
16. Opening Night Party in the Union Ballroom	5	4	3	2	1
17. Box Lunch	5	4	3	2	1
18. Recreation Center Tours, Games and Refreshments	5	4	3	2	1
19. Ice-Cream Social	5	4	3	2	1
20. Trivia Contest in the Union Ballroom	5	4	3	2	1

Departmental Programming

(Please respond only to those items which apply.)

21. The summer correspondence I received made the transition to my department easier.	5	4	3	2	1
22. The academic advising I received was helpful.	5	4	3	2	1
23. I was pleased with the amount of time allocated for interacting with faculty members.	5	4	3	2	1
24. I was pleased with the amount of time allocated for interacting with continuing graduate students.	5	4	3	2	1
25. The information I received concerning my assistantship or teaching fellowship responsibilities and expectations was valuable.	5	4	3	2	1

		SA	A	U	D	SD
26.	I found the departmental tours to be beneficial.	5	4	3	2	1
27.	I found the departmental mini-seminars to be beneficial.	5	4	3	2	1
28.	I found departmental social events enjoyable.	5	4	3	2	1

Overall Evaluation and Comments

29.	In general, I found the Graduate Student Orientation Program to be valuable.	5	4	3	2	1

30. What was the most rewarding part of the Orientation Program?_____

_____

31. What was the least rewarding aspect?_____

_____

32. Please use the remaining space to make additional comments.

Please return this form to
your Orientation Leader by
3:30 Friday, August 23.

01300

1985 GRADUATE ORIENTATION LEADER TRAINING INVENTORY
BOWLING GREEN STATE UNIVERSITY

Name:_____ Department:_____

Directions: For each statement which applies to you,please respond by circling the appropriate number located to the right of the statement.

SA - Strongly Agree
A - Agree
U - Undecided
D - Disagree
SD - Strongly Disagree

I FOUND EACH OF THE FOLLOWING TO BE BENEFICIAL:	SA	A	U	D	SD
1. April Meeting (if attended)	5	4	3	2	1
2. Summer Correspondence	5	4	3	2	1
(DAY ONE)					
3. Introductions and Overview of the Training Sessions	5	4	3	2	1
4. Ice Breakers, Getting-Acquainted Sessions	5	4	3	2	1
5. Overview of the Orientation Program and Discussion of Orientation Leader Responsibilities	5	4	3	2	1
(DAY TWO)					
6. University Services Session (e.g., Parking, Bursar, Graduate Registration, etc.)	5	4	3	2	1
(DAY THREE)					
7. "Being a Successful Leader" Session	5	4	3	2	1
8. Closing Remarks, Question-and-Answer Session	5	4	3	2	1

Please feel free to comment on any of the above topics. (You may attach additional reams of paper, if you wish.)

1985 GRADUATE STUDENT ORIENTATION PROGRAM INVENTORY
BOWLING GREEN STATE UNIVERSITY

Program Evaluation by Orientation Leaders

Name: _____

Department: _____

Directions: For each statement which applies to you, please respond by circling the appropriate number located to the right of the statement.

SA - Strongly Agree
A - Agree
U - Undecided
D - Disagree
SD - Strongly Disagree

	SA	A	U	D	SD
1. The opening session was very informative.	5	4	3	2	1
2. The general library orientation was informative.	5	4	3	2	1
3. The University/Community Services Session was helpful.	5	4	3	2	1
4. The Organizational Fair provided useful information	5	4	3	2	1
I found each of the following to be valuable:					
5. Instructional Techniques Programming	5	4	3	2	1
6. Research Strategies Programming	5	4	3	2	1
7. Personal and Professional Development Programming	5	4	3	2	1
8. Spouse/Partner Programming	5	4	3	2	1
9. The Resource Center	5	4	3	2	1

Social Functions

(Please respond only to those activities you attended)

I found each of the following social functions to be enjoyable:	SA	A	U	D	SD
10. Opening Night Party in the Union Ballroom	5	4	3	2	1
11. Box Lunch	5	4	3	2	1
12. Recreation Center Tours, Games and Refreshments	5	4	3	2	1
13. Ice-Cream Social	5	4	3	2	1
14. Trivia Contest in the Union Ballroom	5	4	3	2	1

Departmental Programming

(Please respond only to those items which apply.)

15. Faculty were present for departmental programming.	5	4	3	2	1
16. Continuing graduate students were present for departmental programming.	5	4	3	2	1
17. Faculty participated in the planning of departmental programs.	5	4	3	2	1
18. Continuing graduate students participated in the planning of departmental programs.	5	4	3	2	1
19. The financial support provided by my department was sufficient.	5	4	3	2	1

Overall Evaluation and Comments

20. In general, I found the Graduate Student Orientation Program to be valuable.	5	4	3	2	1

21. What was the most rewarding part of the Orientation Program? _____

_____

22. What was the least rewarding aspect? _____

_____

23. If you could change one aspect of the Graduate Student Orientation Program to make the program better, what would you change? _____

_____

_____

_____

24. Please use the remaining space to make additional comments.

Please return this form to
Sheila Brown, Coordinator
Resource Center Operations and Program Evaluation
by 4:00 p.m., Friday, August 23

01300
10/8